

Prof EN Barkhuizen - Bionote

Nicolene Barkhuizen was born on 10 February 1980 in Robertson, South Africa. She matriculated in 1998 at Point High School, Mossel Bay, with distinction.

Nicolene enrolled for her studies at the former Potchefstroom University for Christian Higher Education in 1999. She obtained the qualifications BCom Human Resource Management, Hons BCom Labour Relations and MCom Industrial Psychology (all cum laude). Nicolene received several awards for academic excellence during her studies. She obtained her Doctoral Degree at the age of 25 in Industrial Psychology in 2005.

During her PhD studies in 2005 Nicolene realized that there was not much research done on Talent Management in the Southern African context and deemed it necessary to focus on this important and topical area. Subsequently Nicolene began her career as a full-time academic in 2005 with the primary objective to establish a Talent Management research focus area. Great effort was put into establishing this area which was realized as a recognized programme at North-West University in 2012. This programme is currently the front runner in producing cutting edge talent management research in Southern Africa and is internationally recognized for its research outputs. This is evident through Nicolene's research publications with renowned international scholars as well as her appointment as a visiting Professor in Talent Management at Nyenrode Business University, The Netherlands.

Currently Nicolene has more than a 100 scientific publications including books, chapters in textbooks, peer reviewed conference proceedings and journal articles. Her research on talent management is regularly referred to in the public media. Nicolene presented more than 150 research papers at both local and international conferences and is also a regular keynote speaker at Business Conferences on the topic of Talent Management.

Nicolene is also actively involved in the broader research community and served as the Chair of the Human Resource Research Initiative of the South African Board for People Practices (SABPP) during 2011 and 2012 as well as its executive Board. Furthermore she served on the editorial boards of various local and international scientific research journals. She is also affiliated with various professional associations including The Health Professions Council of South Africa, World at Work Society for Certified Professionals – Global Remuneration

Practitioner, Golden Key National Honour Society, International Association of Applied Psychology, European Academy of Management, European Association of Work and Organisational Psychology and the Academy of Management.

Nicolene's research outputs have resulted in various research awards and nominations. In 2006 she was awarded Faculty Junior Researcher of the Year, University of Johannesburg. In 2009 she was nominated for the Vice-Chancellors Award for Excellence in Teaching, Research and Innovation by the latter institution. Nicolene's employment at North-West University resulted in the following research awards: Faculty Junior Researcher of the Year (2012), Faculty Senior Researcher of the Year (2013) and Rectors Award for Most Productive Researcher in the Faculty (2013).

To this end Nicolene is passionate about expanding the field of Talent Management research as a means to empower and develop people. Her philosophy in life is simple: "If you want to make a success in life, you need to take at least ten people with you." It is with great excitement that she is looking forward to the outcomes of her research in talent management and the valuable contribution that it will make to the broader research society and practice.

Talent Management:
The Catalyst for the 21st Century Business World

Prof E.N. Barkhuizen

“Talent hits a target no one else can hit”.

Arthur Schopenhauer (1788-1860)

Preamble

"For it will be as when a man going on a journey called his servants and entrusted to them his property; to one he gave five talents, to another two, to another one, to each according to his ability. Then he went away. He who had received the five talents went at once and traded with them; and he made five talents more. So also, he who had the two talents made two talents more. But he who had received the one talent went and dug in the ground and hid his master's money."

Matthew 25:14-18

1. INTRODUCTION

Talent Management is a concept increasingly on the minds of managers and practitioners as it becomes more difficult to attract, develop and retain talented employees in a fierce competitive business world. This situation is problematic in the South African context as The Global Competiveness Report continues to rank the country low in terms of labour market efficiency and people development. Without a skilled workforce no organisation will be able to keep up with competition and survive in an ever changing business world. Effective talent management is thus of strategic importance for emerging markets such as South Africa

Unfortunately, talent management is rarely a strategic or operational priority for many organisations. The available research shows that only half of companies in South Africa have a department formally dedicated to talent management. More than half of the companies surveyed stated that it is difficult to implement talent management practices.

Therefore it is not surprising that the field and practice of talent management is still enshrouded with a thick veil of confusion.

In this lecture I clarify the ontological confusions relating to the concept of talent in organisations. I discuss the management side of talent and highlight the epistemological legal failures in the effective management of talented employees. This is followed by a focus on the interactive relationship between talent management, individual and organisational outcomes. I conclude this session with an integrated strategic approach to talent management for sustainability and business success.

2. DECONSTRUCTING THE CONCEPT OF TALENT

The concept of talent initially had its origins in the Greek Ancient World to represent a unit of weight or money. Ever since the meaning of talent has undergone sustainable change to include the human element as well based on the Parable of Talents in the Bible (Matthew 25:14-30). Despite some early attempts to coin the term talent, a general lack of clarity about this concept and its scope still prevails. Modern times classify talent as follows (see Meyers, Woerkom & Dries, 2013):

- **Talent as giftedness** – Gifted individuals are believed to possess extraordinary talents or special gifts that allow them to display outstanding skills in a specific domain;
- **Talent as strength** – Strengths refer to the characteristics of individuals that will allow to them to perform well;
- **Talent as (meta-) competencies** – Competencies are the behavioural manifestations of talent and include the measurable human capabilities (i.e. knowledge, skills and abilities) needed to perform effectively;
- **Talent as high potential** – Talent potential refers to the possibility of individuals to become more than what they currently are. In this context potential needs to be developed to achieve outstanding performance;
- **Talent as high performance** – Talent is displayed in the current performance and realised outputs through the actions and behaviours of employees.

I would like to expand further on the above categorizations by including “**Talent as willingness**” and “**Talent as self-belief**”. From my perspective you can be able to achieve something but if you are not willing or believe that you are able to achieve you will not

succeed and vice versa. I therefore concur with Goff (2008) who states that talent includes the right combination of inborn abilities, complemented by the knowledge, skills, attitudes (competence) and experience needed to perform for a given situation. I also believe that these different classifications of talent is mutually dependent and reciprocal in nature (see Figure 1 below).

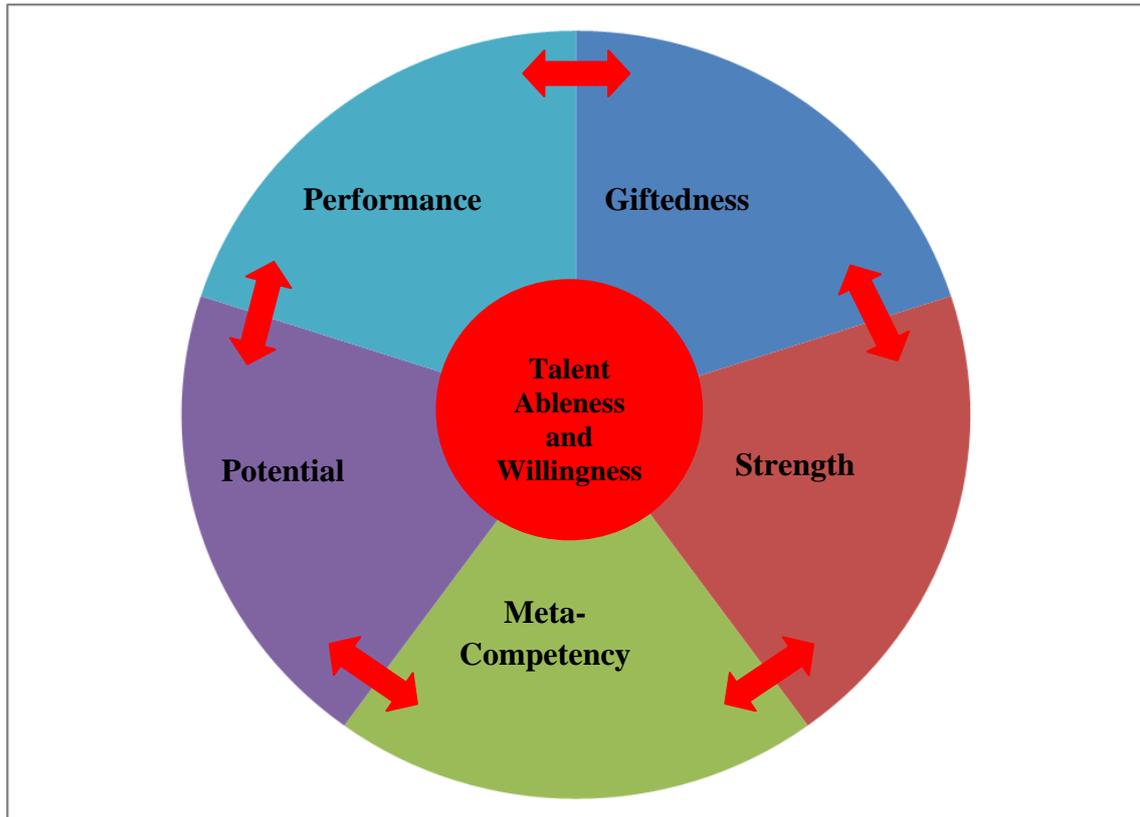


Figure 1: The reciprocal nature of talent (Source: Author's own)

The application of talent in the workplace is also not without its challenges. Currently there are two perspectives on talent management in the workplace: Exclusivity versus Inclusivity: The *exclusivity* perspective on talent can be described as an elitist and exclusive approach with talent reserved for high-value staff, high performers and high potentials (Iles, Preece & Chuai, 2010). However, viewing talent in this way can hinder succession planning and early identification of potential and fast tracking (see Preece, Iles & Chuai, 2011). The *inclusivity* perspective involves everyone and sees all employees as having the potential for talent. In this way every employee has an equal opportunity to make a valuable contribution to the

success of the organisation. However, this more individual approach can limit social capital and teamwork development (Preece et al., 2011).

3. THE MANAGEMENT SIDE OF TALENT

Leadership mindset is a key imperative for successful talent management. Talent management involves the implementation of integrated human resource strategies to attract, develop, retain and productively utilize employees with the required skills and abilities to meet current and future business needs (Kontoghiorges & Frangou, 2009). It is a culture that contributes to and unleashes passion, commitment, and performance of people which in turn contributes to the organisation achieving its mission, vision, and business goals (McArdle & Ramerman, 2008).

CEOs, line managers, Human Resource departments and individual employees are all key role players in the effective implementation of talent management. According to Lawler (2008) senior managers should spend at least 30 to 50% of their time managing talent in human capital centric organisations. However, management commitment to talent management still remains a fundamental challenge in many South African organisations. Most studies to date indicate that managers are either rarely, or not at all, committed to talent management in organisations. Barkhuizen, Welby-Cooke, Schutte and Stanz (2014) found that executives do not spend sufficient time in strengthening talent pools and are not trained in the best practices and latest techniques to develop, mentor and nurture talent in the aviation industry. Furthermore a study by Barkhuizen and Veldman (2012) showed that middle management perceived that company leaders do not apply talent management practices as effectively compared to the rest of the management groups in an electricity supply company. Middle management was also more likely to leave the organisation because of the lack of commitment of executive management towards talent management.

Human resource departments are usually perceived to be the custodians of talent management strategies and practices in a traditional organisation. The role of human resource professionals in talent management however is still widely debated. A study by Du Plessis and Barkhuizen (2011) showed that human resource managers in the South African context are not yet playing a strategic role in organisations and as a result cannot make a contribution towards implementing talent strategies effectively in organisations. Schuler et al., (2011)

maintains that human resource professionals have an important role to play in establishing talent management strategies that are aligned with the business strategy.

4. TALENT COMPLIANCE: A LEGAL (CON) – FUSION?

The effective implementation and execution of talent implies adherence to legislative policies and frameworks. In this section I will discuss the extent to which organisation adhere to legislative frameworks in the application of talent management practices.

4.1 The Employment Equity Act

The Employment Equity Act (Act 55 of 1998) stipulates that “No person may unfairly discriminate, directly or indirectly, against an employee in any employment policy or practice on 21 grounds including amongst others gender and age. In what follows next I will briefly highlight the key findings relating to gender and age in the workplace.

4.1.1 Gender Equality – Career advancement of women in male dominated work environments

Our research on talent management paints a bleak picture as far as women career advancement in male dominated work environments is concerned. The graph below demonstrates the results of the factors that hinder the career advancement of females in a car manufacturing environment (Barkhuizen, Stanz & Hajee-Ozman, 2012). You will notice from the graph that males and females differ greatly in their perceptions of the factors that constrain female’s career advancement. Some of the largest gaps observed were between a lack of equity in pay, training and promotion. Other gaps included perceptions relating to inadequate job knowledge, lack of mentoring and child responsibilities.

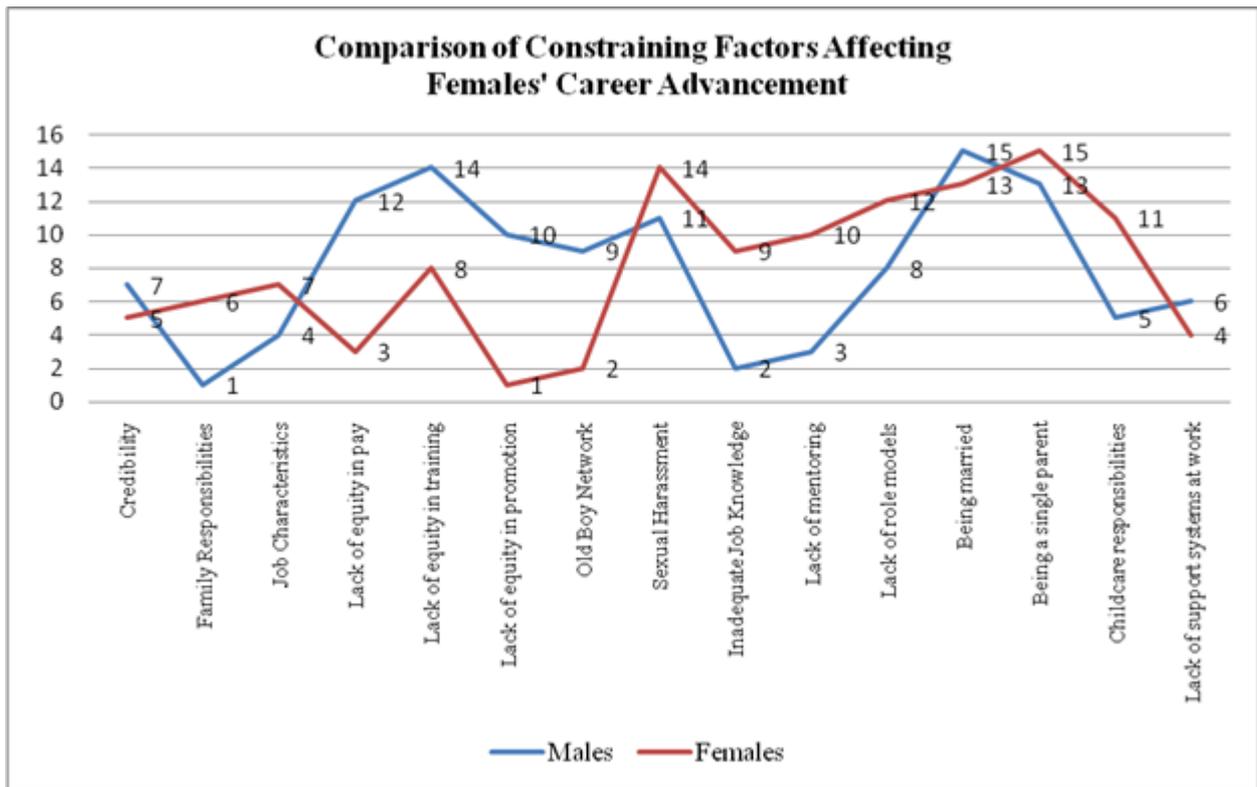


Figure 2: Comparison of Constraining Factors affecting Females' Career Advancement (Source: Barkhuizen *et al.*, 2012).

Similar results were observed in a study among female academics (Lyons, Barkhuizen & Du Plessis, 2013). Male academics in this study ranked conflict with family responsibility, job characteristics, childcare responsibilities and difficulty in establishing credibility as the main constraining factors that have a negative impact on women academics career advancement. Women academics ranked conflict with family responsibilities, childcare responsibilities, lack of support systems at work and old boy network as the most constraining career factors. Both males and females rated conflict with family responsibility as the main constraining factor followed by child care responsibilities, lack of support systems at work and difficulty in establishing credibility. The two gender groups were in disagreement regarding old boy networks, job characteristics and lack of equity in pay.

A study by Du Plessis and Barkhuizen (2015) showed that women engineers perceive discrimination, and lack of training and real exposure to engineering practice as the key barriers for them entering senior engineering positions. Participants indicated that there is still a perception in the engineering environment and companies that women are not as competent as men in the technical fields. Some of the women felt that male colleagues do not respect

them, and refuse to accept their recommendations or expertise, simply because they are women or are perceived to have less expertise.

4.1.2 Age differentials – Are we neglecting the older generation workforce?

The general trend to emerge is that younger generations perceive that talent management practices are more effectively applied compared to the older generations. A study among public sector employees showed that those aged between 20-29 years perceived that talent retention strategies are more effectively applied compared to employees aged between 30 and 39 years of age (Barkhuizen 2014b). The results of another study showed that academics aged between 50 to 59 years of age experienced a higher level of talent demands than the academics aged between 20 to 29 years of age (Barkhuizen, Roodt & Schutte, 2014).

The above findings combined with years of work experience also yield some alarming results. Barkhuizen (2014b) found that public sector employees with 0-10 years of work experience in their institutions perceived more management commitment towards talent management and talent retention practices than those employed for 30 years and more in the organisation. Arguably managers who want to keep young talent in an organisation need to actively support and commit to their talent management (Du Plessis, Schutte & Barkhuizen, 2010). However neglecting older generations in the workplace can result in a significant loss of mentorship opportunities, succession planning, knowledge sharing and transfer (Ramsey & Barkhuizen, 2011).

4.2 The Labour Relations Act (Act 66 of 1995)

The Labour Relations (LRA) Act and Amendments (Act 66 of 1995) provides a framework for the regulation of discipline in the workplace and the resolution of employment disputes. Section 185 (a) of the LRA (1995) provides that: “Every employee has the right not to be unfairly dismissed and subjected to unfair labour”. Employers, accordingly, have to exercise their right to discipline in a manner that is fair. A study by Mogotsi, Barkhuizen and Maubane (2015) showed that managers in a provincial government department do not comply with the rules and regulations for disciplinary actions as stipulated in the LRA. The findings also showed that non-compliance with disciplinary procedures contributed to a poor corporate image for the department and institution. In addition managers did not play an active role in ensuring compliance with disciplinary codes which in turn resulted in a substantial loss of funds.

Another study by Makhuzeni, Barkhuizen and Maubane (2015) showed that precautionary suspensions for misconduct are not fairly applied and according to prescribed legislative frameworks in local government departments. The precautionary suspensions further had a negative effect on the service delivery and performance. Moreover unfair suspensions had a negative impact on the moral of directors and subsequent employee motivation.

4.3 The Basic Conditions of Employment Amendment Act

The Basic Conditions of Employment Amendment Act (Act 20 of 2013) regulates that employers may not require or permit an employee to work more than 45 hours in any ordinary work week. Schedule 1 of this Act establishes procedures for the progressive reduction of the maximum ordinary hours of work to a maximum of 40 ordinary hours of work per week and eight ordinary hours of work per day. Barkhuizen (2014b) found that public sector employees working between 20 to 40 hours in a week perceived more management commitment to talent management practices and better talent review processes than those working between 0-20 hours and more than 40 hours a week. Employees working between 20 to 40 hours a week experienced better staffing, talent acquisition practices, talent development, performance management and talent retention practices than those working for more than 40 hours a week. Employees working between 20 to 40 hours in a week perceived better staffing practices than those working between 0-20 hours in a work week.

4.4 The Occupational Health and Safety and Amendments Act

The Occupational Health and Safety and Amendments (Act 181 of 1993) provides for the health and safety of employees at work. Janse van Rensburg, Barkhuizen and Stanz (2012) found that mine managers (shift bosses) displayed a low concern towards the health and safety of miners in a South African mining company. In this study the behaviour of shift bosses had a spill over effect on their subordinates (miners). The miners had a significant lower concern for the safety of their physical work environment and did not take ownership of their work. These results are concerning as South African mines are exposed to the highest fatality rates in the world.

4.5 The Companies Act

The new Companies Act (Act 71 of 2008) provides clear guidelines in prohibiting directors from making personal gain at the expense of a company. Corporate fraud however is a common practice in South Africa. Research by PricewaterhouseCooper (2014) revealed that

senior management was the main perpetrator of economic crimes committed in the country to the detriment of the company and workforce. Consequently crime-ridden organisations underpay valuable employees and subsequently fail to recognise good performance.

A study by Makhuzeni and Barkhuizen (2015) showed that teachers considered quitting their profession as a result of poor compensation. The participants in this study also indicated a considerable lack of recognition and incentives for performance. Another study by Nthebe, Barkhuizen and Schutte (2015) showed that a lack of rewards increased the burnout among school principals and reduced quality service delivery. Moreover school principals also consider quitting schools as a result of poor remuneration. These results are cumbersome as both quality teachers and school principals are becoming a scarce skill in the South African context. Consequently the lack of quality teachers negatively impacts the performance of school pupils.

5. TALENT MANAGEMENT AS A CONTRIBUTOR TO INDIVIDUAL AND ORGANISATIONAL OUTCOMES

Talent management impacts both individual and organisational outcomes. From an individual perspective our research showed that talent management has a significant impact on individual outcomes such as psychological contracts (Mtila, Barkhuizen & Mokgele, 2013), work engagement (Barkhuizen, Mogwere & Schutte, 2014), motivation (Smit & Barkhuizen, 2015), job satisfaction (Magolego, Barkhuizen & Lesenyeho, 2013), happiness and meaningfulness (Saurombe & Barkhuizen, 2015) and burnout (Kekgonegile & Barkhuizen, 2015). The above research pointed out that poor talent management practices had a negative impact on all the mentioned individual outcomes. The talent management practices that had the most profound impact on individual outcomes were talent acquisition, talent review process, staffing, talent retention practices and talent development (See Table 1 below).

Table 1: Individual outcomes relating to Talent Management in the workplace

TALENT MANAGEMENT PRACTICES	Psychological Contract	Work engagement	Motivation	Job Satisfaction	Burnout	Happiness	Meaningfulness
Talent alignment		X					
Talent acquisition		X	X	X	X	X	
Talent review process	X	X	X	X	X		
Talent responsibility		X					
Talent resources		X					
Talent culture		X					
Talent results		X					
Workforce planning	X		X		X	X	
Staffing	X		X	X	X	X	
Talent retention practices	X		X	X		X	X
Performance management	X	X	X			X	
Talent development		X	X	X	X	X	

Source: Author's own

For the organisation talent management can impact significantly on employee performance (Magolego et al., 2013; Masale & Barkhuizen, 2015) and subsequent quality service delivery (Barkhuizen et al., 2014; Smit & Barkhuizen, 2015). Talent management furthermore significantly impacts productive organisational energy (Mpofu & Barkhuizen, 2013) and labour turnover (Barkhuizen & Veldman, 2012; Kekgonegile & Barkhuizen, 2015; Theron, Barkhuizen & Du Plessis, 2014). The talent management practices that seem to contribute mostly to organisational level outcomes were talent acquisition, talent review process and staffing (see Table 2 below).

Table 2: Organisational outcomes relating to Talent Management

	Service orientation	Productive organisational energy	Performance	Labour turnover
Talent alignment				X
Talent acquisition	X		X	X
Talent review process		X	X	X
Talent responsibility				X
Talent resources				X
Talent culture				X
Talent results				X
Talent commitment	X			X
Workforce planning		X		x
Staffing	X	X	X	X
Talent retention practices		X	X	X
Performance management		X		X
Talent development		X	X	X

Source: Author's own

6. TOWARDS AN INTEGRATED APPROACH FOR TALENT MANAGEMENT

An integrated talent management strategy needs an organisation's human resource strategy and business strategy to be aligned. Once this is in place, the organisation can focus on attracting and recruiting a desirable pool of project talent. The organisation will then need to develop an employee brand that will attract the right people. It will also need to develop an approach that acknowledges and values talented individuals as a key resource to project and organisational success.

As soon as the right people are selected they need to be deployed in the right positions. After that, sound talent management practices, for example talent development, rewards and performance management, should be maintained through continuous management commitment.

Applying talent management practices effectively either directly leads to reduced turnover or improved individual outcomes such as the psychological contract, work engagement, vigour, job satisfaction and motivation. This, in turn, has a positive influence on project related outcomes such as increased service quality and performance, which eventually leads to critical project success factors. Below is a framework that provides a holistic guideline for how to apply the project talent management process from start to finish.

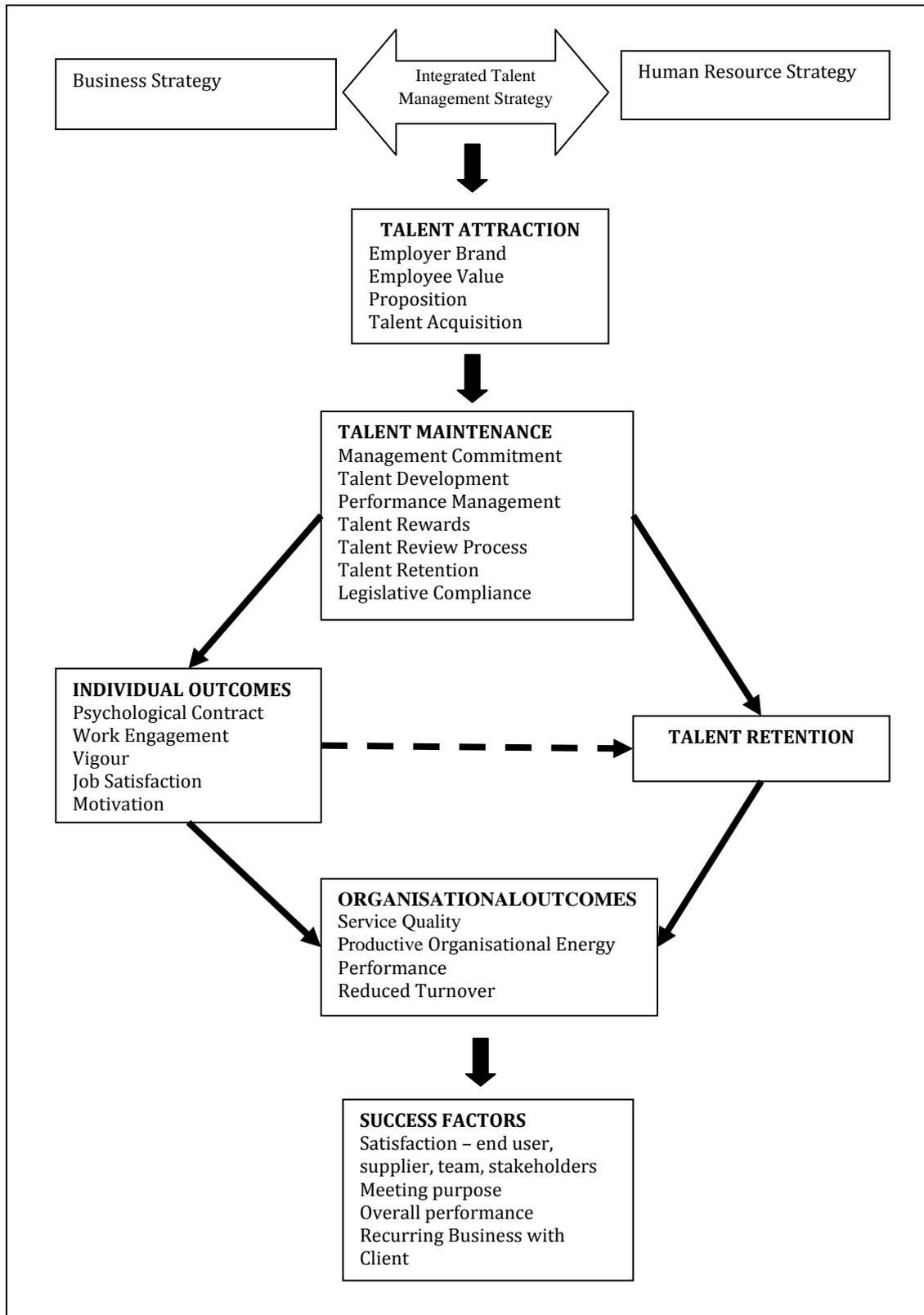


Figure 3: The holistic guide to talent management – start to finish (Source: Barkhuizen, 2014a)

6. CONCLUSION

Talent management is an emerging concept in the Sub-Saharan African context. As a result the concept of talent and consequently talent management remains vague. However, whilst some consider it to be an exclusive concept focusing on a limited number of employee talents, others believe it is better practice to be more inclusive in the talent management process and consider all staff as talented.

I believe that an integrated talent management approach should be followed which includes all possible stakeholders as key participants in talent management. This should work towards the individual outcomes of psychological contract, work engagement, vigour, job satisfaction and motivation.

By adopting an appropriate project talent management approach organisations will benefit from increased service quality, performance, project energy and reduced turnover intentions. An organisation's view regarding the value of its people or its talent reflects externally and will invariably affect its value proposition and brand in the market. This will in turn affect its ability to attract and retain a talented workforce.

Leaders thus need to understand their talent mindset, specifically in relation to the new uncertain environment and legislation, in order to truly encapsulate the dynamic nature of talent management and to obtain the rewards resulting thereof.

Epilogue

"Now after a long time the master of those servants came and settled accounts with them. And he who had received the five talents came forward, bringing five talents more, saying, 'Master, you delivered to me five talents; here I have made five talents more.' His master said to him, 'Well done, good and faithful servant; you have been faithful over a little, I will set you over much; enter into the joy of your master.'"

"And he also who had the two talents came forward, saying, 'Master, you delivered to me two talents; here I have made two talents more.' His master said to him, 'Well done, good and faithful servant; you have been faithful over a little, I will set you over much; enter into the joy of your master.'"

"He also who had received the one talent came forward, saying, 'Master, I knew you to be a hard man, reaping where you did not sow, and gathering where you did not winnow; so I was afraid, and I went and hid your talent in the ground. Here you have what is yours.' But his master answered him, 'You wicked and slothful servant! You knew that I reap where I have not sowed, and gather where I have not winnowed? Then you ought to have invested my money with the bankers, and at my coming I should have received what was my own with interest. So take the talent from him, and give it to him who has the ten talents. For to every one who has will more be given, and he will have abundance; but from him who has not, even what he has will be taken away. And cast the worthless servant into the outer darkness; there men will weep and gnash their teeth.'"

Matthew 25:14-18

Talent is a free gift - Don't burry your talents

Talent is not an entitlement - Talent should be appreciated and cultivated to enable individuals to be the best they can be in the workplace.

WHAT ARE YOU DOING WITH YOUR TALENTS TODAY?

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